

ENGL 311

Policy Statement

Location: Lansing

Spring 2008

Instructor: Mr. Daniel Hasty
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Office Hours: TBA

Required Materials

Business and Administrative Communication, 7th ed.
Brief Wadsworth Handbook
Pocket Guide to APA Style
Regularly checked Davenport email account
(email is considered an official form of communication)

Course Goals

This course is designed to help you develop the writing, reading, and critical thinking skills that you gained through ENGL 110 and learn to apply these skills to the specific constraints, genres, and audiences of the professional world. You will learn the essentials of professional communication as well as gain knowledge of document design, and you will further produce the career documents you will need to apply for advanced jobs in your field.

This course will help you further develop your writing skills through the implementation of the entire writing process—from the conception of a topic, to the brainstorming and drafting of ideas and arguments, to the revision and editing of a final product. Because the professional world is a dynamic and collaborative work environment, in this class you will work together with a team to design a professional document for a real life client.

When you complete this course, you should have gained proficiency with the following:

- Writing clearly, precisely, and appropriately in professional genres
- Producing a professional document that meets a client's need
- Implementing theories of visual rhetoric in designing multimodal documents
- Creating professional and appealing career documents
- Solving real world problems collaboratively
- Participating in professional interviews

Central Question of the Course

This course will ask you to think, design, and write professionally. This writing class has a very specific audience, professional organizations. Every assignment you complete will make it necessary, then, to consider the specific needs and warrants of this special audience:

- What rhetorical strategies, both written and visual, should I use to get my message across to this particular professional audience?

Course Requirements and Evaluation

In this course you work collaboratively as a group to produce a professional document that fulfills a specific need for a non-profit organization. Your group will also present this document to the class as a PowerPoint presentation. In addition, you will individually conduct an interview with a professional, create and redesign two documents employing visuals, and develop a career package that you will be able to use after this class. You will also participate in in-class activities and discussion and respond to the writing of your peers. Not that you must complete the Professional Document to PASS this class.

Course Grade Determination

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|---------------------------|-----|
| • Professional Document | 40% |
| • Communication Interview | 10% |
| • Visual Rhetoric Project | 20% |
| • Career Package | 20% |
| • Final PowerPoint | 10% |

Grading Criteria

Assessment measures will be based on the learning outcomes, the DUES, and the Writing and Communication across the Curriculum/Quantitative Analysis across the Curriculum (WCAC/QuAAC) initiatives. Students will demonstrate their ability to meet learning outcomes 1-9. They will also meet the following DUES: Reasoning and Problem Solving, Teamwork, Written Communication, Honesty and Integrity, Computer Proficiency, and Information Literacy.

For exact grading criteria breakdown, see grading rubric for each individual assignment. I will be addressing specifically the following concerns:

- Clear and Effective Communication of the Message
- Development and Support
- Organization
- Document Design
- Sentence Structure and Word Choice
- Usage and Mechanics

Please note that your **ideas** and the **content** and **organization** of your essays are the most important elements of your writing. Writing grammatically “clean” papers does not guarantee you an “A.”

Peer Response

Part of this course requires that you help your classmates become better writers. You will critically, thoughtfully, and professionally respond to peer drafts for all writing assignments. You will also participate collaboratively in group work both to facilitate class discussion and to actively compose and deliver the final Group Project. You will learn more about this as the semester progresses.

Major Assignments

Professional Document (multiple pages and appendices)

Students compose a major professional document that fulfills a specific need for a non-profit organization. Students will work collaboratively as a group to research, design, compose, and deliver a well organized, clearly written, and flawless document. Achieves Learning Outcomes 1, 2, 4, 5, 6, 8, and 9 and addresses DUES: Leadership, Reasoning and Problem Solving, Written Communication, Interpersonal Communication, Teamwork, Honesty and Integrity, Computer Proficiency, and Information Literacy.

Communication Interview (2-3 pages)

Students develop their skills of interviewing a colleague as well as learn real world applications of communication in the workplace. Students will contact a professional and conduct an interview with that professional centering around the necessity and practice of communication in that professional's workplace. Prior to the interview, students will develop specific and appropriate questions as well as compose an effective and appropriate email to set up the interview. After the interview, students will synthesize the information they have gained in a memo/report to the instructor. Achieves Learning Outcomes 2, 5, 6, 8, and 9 and addresses DUES: Reasoning and Problem Solving, Written Communication, Interpersonal Communication, Honesty and Integrity, and Computer Proficiency.

Visual Rhetoric Project (2-3 pages)

Students create a logo and redesign a flyer or advertisement using the skills of visual rhetoric. Students will design a logo that effectively visually communicates the values and goals of a professional organization. Students will also, locate a flyer/advertisement that is poorly designed and redesign this document to communicate the intended message in a more clear and professional way. Achieves Learning Outcomes 2, 4, 5, 6, and 9 and addresses DUES: Reasoning and Problem Solving, Written Communication, Honesty and Integrity, Computer Proficiency, and Information Literacy.

Career Package

Students will create a cover letter and resume. Students will locate a specific job to which they could ultimately apply after completing their studies, and compose a cover letter and resume that effectively and professionally communicates their specific skills for that job. Achieves Learning Outcomes 3, 5, 6, and 9 and addresses DUES: Reasoning and Problem Solving, Written Communication, Honesty and Integrity, Computer Proficiency, and Information Literacy.

Final

As a group, students will design and give a PowerPoint presentation. Students will design a clear and effective PowerPoint presentation that shows what the Professional Document was that they have created and who the intended audience was. Achieves Learning Outcomes 1, 2, 4, 5, 6, 7, 8, and 9 and addresses DUES: Leadership, Reasoning and Problem Solving, Written Communication, Teamwork, Honesty and Integrity, Computer Proficiency, and Information Literacy.

Policies and Procedures

Attendance

To do well in this class, it is important that you be in class each week. If you are unable to attend a class, you are responsible for contacting me to receive any materials distributed on that day. Also, an absence on the date an assignment is due will not qualify you to an extension. If you know that you will not be in class on the date an assignment is due, you must contact me **BEFORE** our class meeting.

Late Work

All work must be turned in at the beginning of class on the date it is due. **Late work not will NOT be accepted.** (extenuating circumstances will be considered on a case by case basis)

Plagiarism

Plagiarism is representing someone else's work as your own. This is a serious offense and will not be tolerated in any form. See the university's policy for dealing with plagiarism.

Classroom Etiquette

You are expected to conduct yourself in a professional manner regarding your dealings with the instructor and as well as with your fellow classmates. Lively discussion and multiple viewpoints are encouraged in this class; however, you are expected to respond in a professional manner towards the ideas and opinions of your classmates.

All cell phones, pagers, iPods, CD players, and any other device that makes noise must be turned **OFF** before entering the classroom. You may bring food and drinks to class unless this becomes a distraction.

ENGL 311 Schedule

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This schedule is tentative and subject to change as necessary.

Week	Date	Description	Reading
1	May 7	First Day, Prof. Com. Interview Assigned, Prof. Document Assigned	Appendix A
2	May 14	Pre-Questions Due	36-38 You-attitude; 39-45 Positive Emphasis; 47-50 Non-sexist Language
3	May 21	Prof. Document preparation	93-107 making writing easier to read; 60 Identifying your audience; 67-72 Audience analysis
4	May 28	Interview Due , Visual Rhetoric Project Assigned	128-134 Document Design; Handouts
5	June 4	Visual Rhetoric Rough Draft Due, Peer Response	Handouts
6	June 11	Visual Rhetoric Due , Career Package Assigned	494-496 Employers and Resume Guidelines; 498-510 What to include
7	June 18	Prof. Document preparation	526 Difference between resume and cover letter; 541-543 Creating a Professional Image
8	June 25	Draft of Prof. Document	
9	July 2	Draft of Career Package Due	
10	July 9	Professional Document Due , Final preparation, Mock Interviews	
	July 11	Last Day to drop with a W	
11	July 16	Final preparation	137-138 Slides; 474-475 Using visuals; 483 Group Presentations
12	July 23	Final Presentation, Career Package Due	